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A. E. WINSHIP.....EDITOR

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N. E. A. meets in Indianapolis, June 28 to July 3.

THE MOTIVE IN GOODNESS

There is no virtue in being good unless the motive is good. Everyone laughs about the conscientious attendance upon Sunday School for two Sundays before Christmas and before the Sunday School picnic. Many a father is suspicious of the devotion of a son or the affection of a daughter, knowing that it is the method of approach to some request that ordinarily would not be granted, weather breeder as it were.

There has recently been the confession of a states prison character as to his motive in life: "I live to be as bad as I can be out of prison, and as good as I can be in prison." He has no ambition to be anything but a bandit out of prison. He likes it, likes the excitement of it and the profit of it.

When he hears the judge announce his sentence he figures out, automatically, how much time he can cut that down by being a model prisoner. He knows the scale of winnings in time by being good in prison. The virtue in such virtue is negligible, is absolutely vicious, for it merely hastens the time when he can "hold up" somebody, increases the number of "hold-ups" in his life.

Much of the virtue of good behavior in school has no more virtue than the good behavior of that prisoner. Isn't it quite as important that a teacher take time to study the individual characteristics of motives for goodness as it is that she promotes individuality in progress in arithmetic and reading?

Isn't it quite as important a factor in teacher-training to help student teachers to deal with motives in goodness as it is to deal with increasing speed in penmanship?

It is not necessary to neglect any important method in the art of teaching, but there are values in achievement, and one of the high values is to know how to secure virtue virtuously rather than viciously.

The Chicago principals teach and require frequent practice in pen printing. Titles of essays of all written work, the name of the pupil and his class on all written work, the name of the pupil and his class on all his blackboard work, all the letterings of maps, drawings, and diagrams are done in a simple gothic letter. This was brought about by reports from employers, that young people who know how to letter folios, the backs of pamphlets, and the numerous simple signs that are often wanted in offices, are much more welcome than graduates who cannot do such work.

A MODEL SCHOOL IN OKLAHOMA

M. A. Nash, state superintendent of Oklahoma, is doing heroic work, especially in rural school improvement. We know of no one who has prepared a more elaborate "Model School Score Card," one that deals with every imaginable feature for perfect condition as to school grounds, school buildings, equipment and organization. No school is "model" that does not score 150 credits on grounds, 350 on buildings, 400 on equipment, and 100 on organization.

While there are thirty-six suggestions for credits on grounds there are five that must have a perfect score. There must be at least an acre of ground, for which five credits are allowed, and each added acre scores five credits up to five acres. The grounds must be well drained, for which five credits are allowed. The grounds must be free from weeds and rubbish of all kinds, and for this five credits are allowed. There must be a well or cistern or equivalent water supply every day in the year, and for this fifteen credits are allowed. The water supply must be at least 150 feet from stable, toilets, or other possible contamination. These thirty-five credits must be there and 115 other credits as to grounds. The 350 credits for buildings must include 135 credits for painted buildings, steps in good repair, roof in good repair, chimneys and flues in good re-

pair, locks in good repair, doors hung so they will open and close easily, cloakroom in first-class condition, clothes hooks suitable and sufficient, storage for lunch baskets clean and adequate, windows in perfect condition, toilets widely separate, free from all markings, pits regularly supplied with lime or otherwise treated to prevent odor and flies, always clean. Blind in front of toilets to insure privacy. All toilets and other extra buildings painted to harmonize with school building, and all in perfect repair. These must earn 115 credits, and 235 other credits must be earned in the specifications in order to be a model school. Of the 400 credits scored in equipment, fifty credits must be earned by good desk and chair for the teacher, satisfactory blackboard, good flag displayed during school hours either in the schoolroom or on pole, satisfactory arrangement of drinking water, pictures in frames not more than half of them of persons. There must be these credits and 350 others for a model school.

Of the 100 credits for organization twenty must be earned by having the latest state course of study on the teacher's desk. Compulsory attendance law must be enforced. The teacher must have the appropriate certificate for the position she holds.

A model school in a rural district in Oklahoma must be in a high sense a model school.

La Esfera, one of the leading illustrated weeklies of Madrid, Spain, publishes in its issue of March 28 a complete Spanish translation of the article "The Black Legend of Spain," by Professor Henry Grattan Doyle of George Washington University, appearing in the February 12 issue of the Journal of Education.

FINE EXAMPLE OF APPRECIATION

An original English project has just been tried in Ware, Massachusetts. Major William Dearden, the editor of the Ware River News, a weekly paper, was selected for jury duty, and called to serve at Northampton, the county seat. The major, who is well known for his enthusiasm and progressive ideas, offered to allow the senior class of the Ware High School to get out the issue of April 8, as a project in English. The principal of the High School, William E. Cottle, liked the idea, and presented it to his senior English class. Here was a real challenge to do something big and constructive under the eyes of the entire community. The class accepted the challenge gladly, and elected from its members an editor with power to choose her own associates.

The student editorial board took its duties seriously. It secured special articles, scoured the town for news, carefully blue-penciled the contributions that came in to it, devised striking headings, and wrote two thoughtful and well-considered editorials. Only the handling of the advertisements was left in the hands of the regular staff of the News.

The printers of the establishment were put entirely under the direction of the youthful editors with directions to carry out their wishes in every respect.

The members of the editorial board worked like beavers. As soon as lunch was over each afternoon they could be found in the News sanctum industriously writing, blue-penciling, and sparing no pains to do their jobs as perfectly as was possible.

The town looked on with a smile of amusement but with deep interest.

The April 8th issue of the Ware River News appeared on time and the entire issue sold rapidly. It deserved to; for it proved to be a neat, attractive, and "newsy" edition, and was voted on all sides a highly creditable performance for a group of youngsters, no one of whom had an hour's experience before.

Nor was this all. Major Dearden showed his appreciation of the fine spirit and competence with which his offer was taken up and carried through by making a substantial donation to the senior class to be used on their Easter trip to Washington, D.C.

THE PASSING OF DR. BECHT

After a long and painful illness Dr. J. George Becht, state superintendent of Pennsylvania, has passed into the Great Beyond. No other man in his day had the same close relation to the educational life of the Keystone State for as many years as did he, and no non-resident of the state had as close personal and professional friendship with him as had I. From our first meeting, more than a third of a century ago, when he was a teacher in a country school, there was never a year in which we had not had pleasant associations. In a rare way he combined love of teaching and professional devotion with skill in administration. In the County Institute, as a country teacher his attention and appreciation singled him out as the one whose friendship was to endure through the years.

One of the genuinely remarkable events of my life was that famous "Becht-Winship Dinner" at the meeting of the State Association at Philadelphia, when Dr. Becht spoke for the "Book Men of the State" in the presentation of the Hamilton watch which is my joy every hour of every day. No one else could have spoken out of the friendships of the years as George Becht spoke, and it will always be a deep regret that absence in the Pacific Northwest made it impossible to be one of the honorary pallbearers at his funeral.

FRIENDS AND ACQUAINTANCES—(I.)

JOHN D. PHILBRICK

Boston's Most Famous Superintendent of Schools

John Dudley Philbrick was the most distinctly public school leader Boston has known since Horace Mann, and he was a leader of the teachers of Boston as Mr. Mann was not. Mr. Mann's controversy with the Boston masters had more far-reaching results than have ever been recorded. When Mr. Mann won his fight with the thirty-one Boston masters the state political sentiment was anti-slavery, but that controversy put a muffler on the zeal of the school and church people just when their shouting was needed. That controversy made the political defeat of Mr. Mann inevitable.

Medical, religious and educational "fundamentalism" was absolutely necessary to the anti-slavery cause, and this was impossible so long as Mr. Mann figured in public life.

The "modernists" of the fifties, realizing their complete defeat in Massachusetts, planned to centre their efforts in Ohio, which at that time was the most progressive spot under the Stars and Stripes. It was easy to get financial promises in Massachusetts of great things to establish a "Modernist" college under the leadership of the idol of the "Modernists," and had conditions in Massachusetts been the same from '52 to '56 as they had been from '48 to '52, Antioch College would have been an Oberlin and Horace Mann would have been as big an American as he had been a Bostonian from 1838 to 1848, but conditions changed as by magic.

The Massachusetts which Mr. Mann left because it was traditionalized, became radically cranky, and elected a "know nothing" anti-Catholic Governor, which robbed Antioch of the New England zeal which was indispensable to Antioch's success. All this, and all that followed till the close of the Civil War eliminated all public school independent sentiment.

John Dudley Philbrick was born in Deerfield, a lovely countryside, in New Hampshire, when Horace Mann was twenty-two years of age, and when Horace Mann, at thirty-eight years of age, was at the dawning of his glorious career, John Dudley Philbrick, at sixteen years of age, went to the Pembroke, New Hampshire, Academy.

He was in Dartmouth College from twenty to twenty-four years of age, and came to Boston as a teacher directly upon graduating in 1842, when Horace Mann was at the height of his glory. He became a Boston master a year after the great controversy of Mr. Mann and the Boston masters, so his name was not signed to the famous "Remarks of the Thirty-one Boston Masters." He was master of the Quincy School from 1847 to 1852, the years of the decline of influence of Mr. Mann. One year often makes a world of difference in a man's life and that one year's delay in Mr. Philbrick's coming into a Boston mastership undoubtedly made his career possible because his name escaped being among the fateful thirty-one.

The year that Mr. Mann left New England for his life at Antioch Mr. Philbrick left grammar school life and became principal of the State Normal School at New Britain, Connecticut, 1852-1854, and was state superintendent of Connecticut 1855-1856. The year that Horace Mann died at Yellow Springs, Ohio, Mr. Philbrick became superintendent of Boston.

This combination of circumstances made leadership of public school sentiment in Boston possible, and John Dudley Philbrick was the only person who could develop such leadership. He was the only professionally-minded public school man in whom it was possible to interest Boston. He was a graduate of Dartmouth College, which has been a notable asset for any one in Boston. In 1844-1845 he had taught in the English High School, which has always been the pet of Boston; had been five years principal of the Quincy School, which was the first full-fledged unified grammar school in Boston. He had been principal of a State Normal School, and a state superintendent. All this put him in a class by himself, professionally. This not only made him eminently qualified to be the superintendent of Boston, but it made it possible for him to be the leader of Boston public school persons and interests.

Dr. Philbrick was superintendent of Boston schools during the hectic years of 1856-1861. He entered upon his great career as superintendent of a remarkable historic city the year of the campaign of Fremont for the presidency; was superintendent all through the Civil War period, and through the reconstructive period up to the time when Charles W. Eliot became president of Harvard and Francis W. Parker became superintendent of Quincy. No other superintendent of any American city compassed those years. No other American was superintendent of public schools in any city from Horace Mann to Colonel Parker.

Those were constructive years, years constructive in great administrative adventures. He made an elementary principal the superintendent of an elementary school district and relieved him of most of the classroom teaching. This made a Boston master a notable community leader, a great man in the system. Boston had always had great schoolmasters, brilliant men, but they had all been classroom teachers and had not had the opportunity to be leaders of large communities, school districts with several primary schools. This was Dr. Philbrick's creation.

It was Dr. Philbrick who put drawing into

the public schools as a vital phase of education. It was Dr. Philbrick who put music in the public schools as a functioning force. These are only a few of the constructive activities of John Dudley Philbrick through the terrible excitement that brought on the Civil War, through the Civil War and through the tragic years of reconstruction.

Dr. Philbrick's most remarkable achievements were the restoration of public enthusiasm for public schools which Mr. Mann had created from 1838 to 1845, and creating public appreciation of the principals, of elementary principals, by the teachers on the one hand and by the public on the other hand.

This was demonstrated most notably by his leadership in securing tenure of office for principals and teachers. In this famous campaign Dr. Philbrick was the outstanding leader. The fact that no attempt was made to provide tenure for the superintendent or his assistant emphasized the fact that it was a movement for the benefit of the teaching profession.

As an educational writer Dr. Philbrick did much for those days, but today the list of his productions would not be impressive, for today school men write volumes as easily as Dr. Philbrick wrote bulletins. Sixty years ago his writings were of high importance, and wielded large influence.

As a convention leader he had great skill and much influence. From 1864 to 1874 no school man in America had greater convention personality than had he. He was a born challenger. He threw his hat in the ring with the spirit of the gladiator. His personal presence, his expressive countenance, his magnetic voice and his keen mind were effective in debate.

It was inevitable that a man of Dr. Philbrick's experience and personality should bitterly oppose Colonel Francis W. Parker, who came to Quincy as superintendent in the early 'seventies. It was inevitable that Dr. Philbrick became the rallying point for conservatives. His leadership of the Boston masters and teachers for twenty years, leadership which had meant so much to them professionally, was challenged by everything in the Quincy method and spirit.

Dr. Philbrick was in the prime of life, slightly over fifty. He was in his prime as a debater and he had behind him the brainiest group of Boston masters since the thirty-one men with whom Horace Mann had to deal, men like Larkin Dunton, Moses Merrill, Edwin P. Seaver, James F. Blackington, C. Goodwin Clark, Granville B. Putnam, Joshua Bates, Robert Swan, Thomas H. Barnes, Samuel W. Mason, Robert C. Metcalf, George R. Marble, Warren E. Eaton, Elbridge Smith and William D. Swan, of Boston, and a vast array of eminent educators of the state like John W. Dickinson, secretary of the State Board of Education; Daniel B. Hager and Albert G. Boyden, Normal School principals; A. P. Stone, superintendent of Springfield; George H. Martin and George A. Walton.

While it was easy to arouse conventionalists to discomfort Colonel Parker in Quincy and Boston, there was a new dawning which dimmed the lustre of the last years of Dr. Philbrick, and though he was only sixty-eight years of age when he died in 1886 his professional career was partially eclipsed by the new educational luminaries like Charles W. Eliot, G. Stanley Hall, and Francis W. Parker.

It is now fifty years since Dr. Philbrick was at the height of his influence; forty years since he passed on; and the men who were his professional comrades-in-arms have gone to their reward, but it is well to recall the great achievements of the twenty years in which he was the brilliant and noble leader of public school men in Boston.

THE STEEPS

EDGAR A. GUEST

The easy roads are crowded
  And the level roads are jammed.
The pleasant little rivers
  With drifting folks are crammed;
But off yonder where it's rocky,
  Where you get a better view,
You will find the ranks are thinning
  And the travelers are few.

Where the goin's smooth and pleasant
  You will always find the throng,
For the many, more's the pity,
  Seem to like to drift along;
But the steeps that call for courage
  And the task that's hard to do
In the end result in glory
  For the never-wavering few.

—American Educational Digest.

GEOGRAPHY— A STUDY OF RELATIONSHIPS

(Copyright, 1925)

J. RUSSELL SMITH, PH.D.

Professor of Economic Geography, Columbia University; author of Human Geography, Commerce and Industry, and Industrial and Commercial Geography.

Can you recite a rhyme that tells the capitals of all the states? Your grandfather probably could, for he grew up when the geography lesson was facts—just facts, without explanation. This mass of unexplained fact was ground into your grandfather's memory along with the multiplication table and by the same method.

Here is an example of the modern type of geography—the geography of relationship.

D. W. Johnson, of Columbia University, shows the rivers and hills of France as factors influencing human affairs.* Briefly stated the facts are as follows:—

Paris lies in the centre of a wide basin which slopes gently upward to the east and south of the city. Underlying this Paris basin are three strata of hard rock, with softer materials between them. To the eastward of Paris the hard strata outcrop a number of miles apart in such a manner that each gives rise to a continuous row of cliffs or steep hills—rocky, forested, and facing to the eastward. For a long distance these hills run north and south between Paris and Germany, facing Germany. Sometimes there is a river at the foot of the cliff.

What significance do these facts have?

It would be difficult for giants to conceive or build better fortifications against an invading army. Therefore the cliffs have great significance in military geography. These rows of cliffs are better than the city walls of old, for they are higher. Moreover, it is easy to place artillery on their tops, because their western approach is gradual and transportation is easy.

This topography of the Paris basin interfered with the German plan for the conquest of France in 1914. The German plan hinged upon speed. The German armies were to rush in as a complete surprise and with irresistible velocity, capture Paris, paralyze France, seize the English Channel ports before England waked up, and then turn and deal with slow Russia at their leisure.

The German general staff knew those three rows of French cliffs as well as they knew their own names. They knew that the cliffs were easy for Frenchmen to defend. They knew that German armies could not quickly dislodge French armies from these cliffs if, indeed, they could do it at all. Therefore, the Germans planned to flank the cliffs by pouring their armies across the open plain of Belgium and the level coast strip of France near the English Channel, and thus to come upon Paris from the open north rather than from the cliff-protected east.

The unexpected resistance of the Belgians and the unexampled doggedness of the little English army embarrassed that movement of the German right and held the invading armies back in the area of the limestone cliffs. At the last of these cliffs on the bank of the Marne, Joffre turned the German tide in one of the decisive battles of history.

If Brussels rather than Paris had been ringed around by three rows of limestone cliffs Belgium would not have been invaded, and the whole course of European history for hundreds of years might have been different.

This exposition of cause and effect—of the relationship between limestone cliffs and human affairs, illustrates the new method of presenting the facts of geography. How different it is from grandfather's geography! He had merely the names of the rivers and mountains, but nothing about relationships.

Professor Johnson, who made this interesting explanation of how the land forms changed history, was a student of William Morris Davis of Harvard, the dean of American geographers. Twenty-three years ago Professor Davis said *that "geography is the study of the relation of the earth and life."

I. THE RELATIONSHIP BETWEEN THE EARTH AND LIFE.

His fundamental idea of the relationship between the earth and life has gained general acceptance in the ideals of school administrators and writers of textbooks.

Prefaces to texts usually proclaim this ideal, although the books may not live up to the prefaces.

A characteristic position of the administrators is: "If it is not interpretation it is not geography." †

The old geography (Butler's, about 1820) of question and unexplained answer described Arabia thus:—

Q. What are the natural or physical divisions of Arabia?

A. Arabia is divided into three parts, viz., Arabia Petroea, or Stony Arabia, on the north; Arabia Deserta, or the Deserts of Arabia, in the middle; and Arabia Felix, or Arabia the Happy, on the south.

Q. What are the face of the country, soil, productions, and climate?

A. The face of the country, in the two first divisions, is generally a barren, uncultivated waste; but the third, or southern division, is fertile in a high degree, and produces rice, maize, etc.; and abounds in frankincense, gums, balsams, honey, wax, spices, and all the

*D. W. Johnson, "Topography and Strategy in the Great War."

*Proceedings of American Philosophical Society, 1902.

†Miss Erna Grassmuck, Supervisor of Geography, State Department of Education, Pennsylvania, at the 1923 meeting of the National Council of Geography Teachers, Washington, D. C.

tropical fruits. Hence the common expression, "the perfumes of Arabia." The coffee of Mocha, near the straits of Babelmandel, is the best in the world. The climate is intensely hot.

Q. Which are the principal rivers?

A. Arabia is almost wholly destitute of rivers; there is not one stream in the whole country that deserves the name of river; they are very small.

Q. Which are the animals of Arabia?

A. The horse has been noted for his speed and beauty, from the earliest ages. The camel is common to Arabia, and peculiarly useful to carry burdens over the desert, because he can travel six or eight days without water, and can carry 800 pounds upon his back.

Q. What is the character of the Arabians?

A. The Arabians of the cities are half-civilized; but the Bedouins, or Arabs of the desert, are a wandering, plundering race, that traverse the country in troops, and oblige the caravans to go under a military escort, to secure them against their attacks.

Q. What is the government of Arabia?

A. The government of Arabia is despotic, but mildly administered.

In this author's mind man, the camel, and the desert seem to be alike in that they are freakish handiworks of the Creator of the universe.

The new geography seeking to show relationships points out that Arabia is a part of the great trade-wind desert which includes vast areas of land in North Africa as well as in Arabia. In this land of little rain, drought is the great controller of both plants and animals (including man).

On wide areas drought is so constant and severe that plants cannot grow, but on the mountain ranges and on the uplands where there is greater rainfall, plants find foothold. This is true also on a marginal area of greater rainfall, the desert's edge, as in low places into which water percolates in the desert itself.

In many ways plants show their adjustment to this environment—by developing deep roots, small leaves, glossy leaves, hairy leaves, and other devices for getting along with little water and keeping what they get. The grass grows in scattered bunches, the desert shrubs are far apart. The desert is fruitful only where water can be had.

The animals are also adjusted to the great primal fact—scarcity of water. The cushion foot and the closing nose of the camel are adapted to the sand road and the sandstorm. In the fat tail of the sheep and the hump of the camel nutriment is stored and life is sustained during long fastings. The great fleetness of the gazelle carries this beautiful little animal long distances for food and drink.

Human society is also adjusted to water scarcity. Since the climate is usually too dry for any cultivated crops, man must depend upon the scanty grass and herbage, and since he cannot eat this hard and bulky fare, he must depend upon the animals which can subsist upon it. Therefore he becomes a shepherd like Moses, who tended the sheep of Jethro, his father-in-law, at the back side of the desert. As the springs often flow only for a short time and the pasturage of any locality is soon exhausted, the shepherd must move.

Therefore he lives in a tent.

Therefore his property must be movable.

Therefore he does not own real estate.

Accordingly his ideas about property are very different from our own.

It is plain that government and other social things must be profoundly influenced by the fact that the people live in tents, in small groups, and that they must keep moving.

II. THE RELATIONSHIP CONCEPT FORCES REORGANIZATION OF SUBJECT-MATTER.

This concept of relationship, the study of man using his environment and adjusting himself to his environment, is the great contribution of the last thirty years to geography. As this fundamental idea comes more and more to dominate geography we see the necessity of reorganizing the subject-matter in accordance with the new idea.

A survey of the world shows many different kinds of environment in which some one factor or relationship is so important that it may be said to be the dominating relationship—gold and copper in the deserts of Nevada and Utah, nitrate in the deserts of Chile, wheat on the plains of Minnesota and Manitoba, fish on the coasts of Labrador, character of surface in the Rocky Mountains and other mountain regions.

When we attempt to reorganize geographic material according to the concept of relationships we immediately feel the need for a new geographic unit. We cannot study the earth as a whole, and the accustomed political divisions are not units. How then shall the world be divided to get units that have unity?

It is assumed that the introductory work of the early years in school has furnished a working minimum of place geography—the continents, countries, more important cities, some knowledge of the products of the more important countries and something about the way their people live. Fortunately this necessary ground-work of place geography can be acquired in the early grades where memory work has its most natural place.

For this introductory study it is best to use countries and states.

Then comes the age of thought in contrast to mere memory. This is the time when the teacher aids memory by letting things be understood.

When we thus lead the child to study relationships the problem of the unit of study assumes new importance. Each study unit or region must be characterized throughout by the same dominating relationship. Otherwise it will not be a unit.

Let us examine a typical geographic unit.

Take the tradewind desert of North Africa

and Arabia. Where grass and water can be found the animals can pasture. As we go farther and farther from the desert's heart the rainfall increases and the plant growth increases, until at last we come to a place where the crop plants of agriculture can be depended upon enough to let man become a farmer with a settled life and a permanent home.

These are almost two worlds, these two places where man's relationship to his environment works out in one case to make him a farmer and in the other case to make him an ever-shifting nomad. That line of separation between these environments is a regional boundary.

In all the wide area of nomadism from Morocco through Algeria, Tunis, Tripoli, Egypt and Arabia, man's life is everywhere the same—camel, donkey, goat, sheep, flowing robe of homespun, camel's hair tent, leather, skins, Mohammedanism, polygamy, hospitality, robbery, and tales of Arabian Nights still told as they have been told for many centuries during which the cities of the west have risen and fallen.

III. RELATIONSHIP AND THE GEOGRAPHIC UNIT.

The greatest success in the geography class must arise from understanding before memorizing, rather than from mere memorizing without understanding. To do this we must divide the earth into units which aid understanding. That means focusing the attention on the dominating relationship of man to his environment. In some places it will be scanty grass with nomadism that predominates. In other places it will be wheat and wheat farming, cotton growing, or manufacturing cities and trade.

Another example of dominating relationship is that of men and mountains. Thus when we think of the region west of Denver we think always of the Rocky Mountains, with crags, upland pastures, forests, mines, and intermountain valleys.

Yet another example of relationship that dominates a region and therefore unifies it for geographic study is that of man and the Tropic forest.

The Equatorial Forest of Africa is spoken of as a unit or region, not only by men of science but also by common use in the business world. It seems obvious to the business mind that an equatorial forest is a natural region. Certainly the forest is the great factor in the material life of the people who inhabit it. Also the social life, political life, and the mental habits of man here show many marks of the forest.

Some one may justly say that these regions are characterized by and named for characteristics that differ in each case. This is true, but in each case they are named for the dominating characteristics.

This use of the dominating characteristic or characteristics has the advantage of enabling the author to make proper use of emphasis and proportion. Thus the textbook can escape from the old evil of being a list of facts.

The encyclopedia needs to tell everything, but the attempt to tell everything in a textbook on geography is too much like the question-answer book of a century ago.

As a test the encyclopedia nauseates with unrelated detail. The secrets of success in the presentation of geographic fact are selection and emphasis. The necessary facts are the facts that explain things.

IV. INTERRELATIONSHIP OF REGIONS AND THE HIGHER CITIZENSHIP.*

Since the World War the wheat farmer of Canada and the corn farmer of Iowa, like many other farmers, have discovered that when Europe is prosperous she buys their crops and they are prosperous too. Conversely they have found that if Europe is unprosperous and cannot buy, they also are unprosperous and cannot buy the things they need.

Thus the Canadian and the man of the Rhine Valley, lately locked in the deadly grips of war, find that they are like two enemy fighters who, after a naval battle, find themselves together at sea on a raft. The erstwhile enemies now find that they have a mutual interest. They must work together to save the raft else they will perish.

Thus the man of the northern Wheat Region and of the American Corn Belt, and the man of the Rhine Valley, are tied together by the reciprocal and mutual benefit of trade as surely as the two men on the raft are tied together by the mutual interest of getting to shore.

The geography class, which alone in our curriculum touches all countries and peoples, offers the greatest opportunity for effectively presenting the great new fact of interdependence of peoples—the thing which has made war an unmitigated and universal loss to all nations—even to those that do not fight.

*As defined in the first article of the series, the Higher Citizenship deals with the relationships of nations, whereas Civics deals with the problems within a particular nation.

There never has been in the world's history a period when it was more worth while to be a teacher than in the twentieth century, for there was never an age when such vast multitudes were eager for an education, or when the necessity of a liberal education was so generally recognized. . . . It would seem as though the whole world were trying to lift itself to a higher plane of thought. . . . It is a great thing to be a teacher in these present years of grace.—William Lyon Phelps.

NON-EDUCATIONAL VIEW OF FISHER'S EDUCATIONAL VIEW

[Editorial in Boston Herald.]

Years ago Ambassador Page told the British that "while they have immense character, colossal character, they have not the dimmest conception of what Americans mean by a fair chance for every human being." The Englishman now engaged in showing what they mean is the Rt. Hon. H. A. L. Fisher, former president of the British Board of Education, who last October delighted Bostonians by his series of Lowell Institute lectures. He has just returned to London from a tour through the United States and is giving his countrymen those intimate views of us which betoken the sympathetic student as well as the keen observer. To the audiences which gather he tells of the state of well-being which shows itself all through our country; he was especially struck with the extent to which automobiles are in use by all classes of the American people.

But, with critical comment here and there, his admiration goes out especially to America's faith in education, to what he calls "her great harmonizer," "her nation-maker," "the unifying force which makes out of a heterogeneous amalgam of races a single people and a single national conscience." Our "intellectual thoroughness" he ranks somewhat lower than that of some of the English colleges and universities, yet Britain is described as far behind America in the provision of opportunities for the whole adolescent population; so, in the matter of pedagogical experiments, material equipment and "the provision of new and handsome academic buildings," the United States "outshines all competitors." One thing noticed by Mr. Fisher was the absence of the severe strain imposed on the abler students by the English system. "In their pleasant fraternity, in the large dormitories of the residential colleges, and in their social life, the students lead a very pleasant and none too strenuous existence." Meanwhile he observed that "the popular enthusiasm which gave Europe its medieval cathedrals is today sprinkling the North American continent with schools and colleges in lavish profusion."

Mr. Fisher naturally had something to say of co-education, of our common-school system and of the qualifications of its teachers. Welcoming the diminished strain likely to be put upon them by the new immigration law, he views the primary school as the strongest part of our educational system and as the place where the struggle against a threatened deterioration of the English language will be most successfully carried on. Somebody hastened to take him to task for both omissions and commissions, whereupon Mr. Fisher repeated even more explicitly his praise of what he had seen at first hand, asserting that "nobody can visit America without being profoundly impressed not only by the general zeal for education which prevails throughout the country, but by the courage and energy with which the extraordinary difficulties of providing schools for a rapidly increasing population, heterogeneous in race and language, are being everywhere met, as well as by the munificence, both public and private, which responds to any well-grounded educational appeal."

THE WISDOM OF FOLLY

ELLEN T. FOWLER

The cynics say that every rose
Is guarded by a thorn which grows
To spoil our posies;
But I no pleasure therefore lack;
I keep my hands behind my back
When smelling roses.

Though outwardly a gloomy shroud
The inner half of every cloud
Is bright and shining.
I therefore turn my clouds about,
And always wear them inside out
To show the lining.

My modus operandi this—
To take no heed of what's amiss;
And not a bad one;
Because as Shakespeare used to say
A merry heart goes twice the way
That tires a sad one.

—Ohio Educational Monthly.

A GREAT WOMAN JURIST

JANE A. STEWART

Toledo, Ohio

Nearly every day covering on foot the six miles between her home and her office in the centre of the city of Cleveland, Ohio, may be seen a vigorous, rosy-cheeked, fair-haired woman of about two-score years. As she passes, people bow to her, and she is recognized by many as their legal champion, Florence E. Allen, Justice of the Supreme Court of the State of Ohio.

To few women has it been granted to make such a success in life as to Florence Allen. Everything she has done has been well planned and well backed by high personal qualities and abilities. She began her notable professional career as a school teacher at the Laurel School, Cleveland, soon after she graduated with honors in 1904 from Western Reserve University.

While teaching she worked nights on a Cleveland newspaper, and took a degree from Western Reserve in political science and constitutional law. Her legal studies at Chicago University and at New York University were punctuated with service as a legal investigator for the New York League for the Protection of Immigrants, Frances Kellor, director, and as a lecturer for the New York Board of Education on current political history.

Graduating with honors from the Law School of New York University in 1913, Florence Allen was admitted to the Ohio Bar, and plunged into active practice, among other services securing the right of women to vote in certain instances in Ohio, and acting as arbitrator for the Cleveland Union of street railway employees, and championing the women street car conductors before the National War Labor Board.

Able service as assistant county prosecutor was followed by the election of Florence Allen as judge of the court of common pleas, which made her the first woman to sit in a court of general jurisdiction (legal and equitable, civil and criminal). This was followed by her election as Justice of the Supreme Court of Ohio, the only woman in the world to hold such a position.

Justice Allen naturally is a strong champion of woman's participation in public affairs. "We need women in every capacity and in every court," she said recently, "not because the interests of women are different from men's but because it is to the interest of humanity that women and children be protected by law. Women are needed in the courts to raise moral standards."

"The participation of women in government is one of the most sacred obligations and duties we have. The only purpose of government is the preservation of human rights, and we are apt to forget that sometimes," she added. "It is only by taking part in government that we can make it responsive to human rights. The greatest duty of women is to express human needs in the government."

She is a vigorous advocate of the penalizing of war, saying: "Nations will continue to be plunged into conflict until mankind makes the moral declaration that war is a crime. Arbitration cannot be the solution because it does not declare moral principle. It simply declares who wins. Courts have the power to declare not only who wins but who is right."

"We have a law which makes murder a crime," Justice Allen points out. "If you or I kill a man we are punished. Yet if officially we kill thousands of men it is no crime. We have laws covering the conduct of war. We must not kill women. We must use only certain types of weapons and ammunition. Yet we have absolutely no law which says that war is a crime! The white race cannot survive another such conflict as the World War. Peace must be assured whether the assurance is brought about through a League of Nations or some other similar tribunal."

THE HIGHWAY OR THE BYWAY

REUBEN W. JONES

The long, smooth, hard-paved highway of today,
Where speed the horseless marvels in their flight,
O'er hill and valley whirling on their way,
A constant stream by day and glowering thro' the night,
With heedless, reckless rushing on and on,
Scarce glancing at the glories that abound—
The wheel, the road, and ever on beyond—
Not sensing scenes and vistas all around.
Give me the byway, and a friend afoot,
Where we may saunter on, just as we like,
And if the day be fine and spirits high, to put
Behind us mile on mile—a glorious hike.
To stroll 'midst new-found wonders 'long the trail,
Surmount yon hill, then, deep in forest glen,
Breathe, feel, and share a joy that cannot fail,
When free from auto honks and haunts of men.

—Seattle Educational Bulletin

A REMARKABLE TEMPLE OF LEARNING

Hibbing, Minnesota, is a mining town with a population of about 17,000. The Hibbing school district covers six full townships and eight sections of a seventh. It is twenty-four miles long and twelve wide. The total population is about 20,000, and the assessed valuation $125,000,000.

Hibbing proper is built around the Hull Rust Mine, the largest ore pit in the world, and the public money of the district comes largely from the taxation of that very valuable property. The mining company, however, exerts very little influence over the rate of taxation or the expenditure of public funds. The citizens of the community assert their rights. One result is a very recently completed high school building comparable with the most monumental temples of learning in this country. It cost $4,360,000. There is no evidence that it was not built economically. A similar building would cost much more in any large city.

It contains fifty-four classrooms; thirty-six laboratories, shops, and rooms for special subjects; together with an auditorium which is a theatre of the finest type, with an organ that cost $26,000, a junior college study hall, a high school study hall, three lecture rooms, fifteen offices, a board meeting room, a students' club room, a library, a botany conservatory, two gymnasiums, a swimming tank, and a cafeteria. A flag-pole that cost $9,000 stands before the main entrance. The size of the building, planned to accommodate 3,000 pupils, is not more impressive than its ample provision for the luxuries of education. The mural decorations, the soft rubberized floors, the lights and the statuary give the impression of a cathedral rather than of a school.

It was soon discovered that Hibbing could not fill this great educational structure with high school pupils. Today there are 900 boys and girls in the high school course and 235 in junior college work. The rest of the classrooms are partly filled with kindergarten, primary, and grammar school classes. A bus system transports pupils throughout the district at an annual cost of about $90,000. The pupils in this school come for the most part from the humble homes of miners, but they soon become accustomed to the glory and beauty of this magnificent educational establishment. What is the effect upon their lives? A school official answers: "It's a splendid thing for them. It gives them a sense of things beautiful. Nobody living in these surroundings for a good part of the day can fail to become a part of it. They take home this beauty to their families. It cannot fail to change things there."

A worker in the mine answers: "It is a great place, a beautiful place. But I don't know. The little red schoolhouse did its job in my time. If I had gone to a school like this, maybe I should not be working in the mines today. The question is, should I be working anywhere?"

This remarkable school is singularly interesting in all of its aspects—architectural, educational, social and economic. But after all it is merely a striking example of what occurs unnoticed in many localities. Communities favored by accumulated wealth easily provide educational opportunities which poor communities cannot approach even with oppressive taxation. Ought not the state to function far more effectively as the educational unit so as to ensure in all communities much nearer approach to equality of educational opportunity? Who can assert that the continued safety and success of the Hull Rust Mine's great property will depend more upon citizens reared in Hibbing than upon those who grow up on the remote farms of the state?

PRAYER OF A SPORTSMAN

BERTON BRALEY

Dear Lord, in the battle that goes through life
I ask but a field that is fair,
A chance that is equal with all in the strife,
A courage to strive and dare;
And if I should win, let it be by the code
With my faith and my honor held high;
And if I should lose, let me stand by the road
And cheer as the winners go by!

And Lord, may my shouts be ungrudging and clear,
A tribute that comes from the heart,
And let me not cherish a snarl or a sneer
Or play any sniveling part;
Let me say: "There they ride on whom laurel's bestowed
Since they played the game better than I,"
Let me stand with a smile by the side of the road
And cheer as the winners go by!

So grant me to conquer, if conquer I can
By proving my worth in the fray;
But teach me to lose like a Regular Man
And not like a craven, I pray.
Let me take off my hat to the warriors who strode
To victory splendid and high,
Yea, teach me to stand by the side of the road
And cheer as the winners go by!

—Exchange.

THE LAMB CENTENARY

At a dinner in the Inner Temple in London, on March 10, 1925, a distinguished company celebrated the hundredth anniversary of the retirement of Charles Lamb from the India House. In its account of that occasion, the Manchester Guardian gave the following highly significant characterization of the great essayist:—

"Lamb was the perfect journalist, of a certain kind—not the controversial kind, but the humorously observant and lightly meditative kind. When his writing is farthest from being journalism it is worst; and where it is at its incomparable best—in his criticisms of actors and plays and in his gay and vivid fantasies of description of quite little and fugitive things—the ways and manners of people he knew, the changing looks of London suburbs, all the lighter accents of current life—he is most exactly what every wise editor sighs for his non-polemical contributors to be. And really it is very much to the credit of the world that with nearly all the mandarins of letters assuring it frequently that what flourisheth in a periodical today is bound by unalterable law to be cut down and cast into the fire tomorrow, the world has insisted on buying reprints of the 'Essays of Elia' ever since they were first printed in the London Magazine.

"What nonsense is often talked, and indeed thought, about the 'elements of permanent interest' in literature! Lamb was the contemporary of a group of admirable English writers, most of whom were deeply absorbed in the discussion of really momentous and fruitful new ideas on weighty matters of politics, morals, or religion. They might not all write with the pens of the greatest among them—of Coleridge, Wordsworth, and Shelley—but they were a constellation remarkable for their power of expression as well as for the high seriousness of their pre-occupations. And who, except the keen student, reads now the argumentative prose of any of them? No doubt they nourished the mind of their time; they helped to form the tissue of which all our minds are made now. But, like food, indeed, they were consumed in fulfilling their function, and, as writers of prose, they are survived by a friend of their own who scarcely thought of himself as more than an idler, a sipper of honey who buzzed cheerfully between his sips. While they were—in the main wisely and nobly—reconstructing their world, a shy, stuttering clerk, who went about looking at London and Londoners with secret ecstasies of delight and amusement, was writing little magazine articles of the moment which stand now as everlasting pillars of the temple of letters, like 'Paradise Lost' and 'The Pilgrim's Progress.'

"Of course no moral adverse to seriousness of interest and effort is to be drawn from these workings of fate. A man must find out the best that he has it in him to be, and then be that with all his might, whether it be an improver of the social structure or a provider of themes for wise laughter and for happy or for kindly melancholy thought. Lamb had the wisdom to know his own gift. He had the kind of eye and ear and mind which enjoy all the concrete details of experience so intensely that it is little extravagance to call them part-creators of these things upon which they put themselves forth. Can good comic acting ever have really been so much to any other playgoer as it was to the writer of Lamb's description of Dicky Suett?

"Lamb walked about the London of his day seeing everywhere in its buildings and streets the quaint charm of human contrivance which most of us can only see in such things when they are several hundred years old. He could see ordinary living people, even people who had treated him badly, with that purged vision with which most of us can only see the characters of the newly dead. There was chronic in him the kind of humorous tenderness with which you may suddenly feel, for a short moment of insight, that some perverse-seeming adult is still only a slightly more advanced form of the child who was struggling the other day to walk across the nursery floor. For a common malady of our own time this genius of Lamb's is particularly medicinal. More happily than any other it shows that liveliness, beauty, and even romance are not shed upon the observing person by external things, but are shed upon things by the observing person. In weak and impoverished periods the habit grows common of thinking that a happy stir in the mind can only be got in remote places or from strange experiences. Lamb found supreme thrills of wonder and delight in places and incidents of an unsurpassable commonness.

"Reading Lamb you can renew your grasp on, at any rate, one fundamental item of practical wisdom for this life—the fact that interest or dullness is a thing which you carry about in yourself and may confer in equal abundance on a suburban cottage or the Taj Mahal, on a shabby shop or on a river garden in Bagdad."

The God-given mission of the Republic of America is not confined to its own people—it extends to all the peoples of the earth, to whom it is the symbol of human rights and of human liberty, and towards whom its flag flutters hopes of future happiness.

—Archbishop John Ireland.

SOME REFLECTIONS ON DEMOCRACY AND EDUCATION

JAMES ROWLAND ANGELL
President, Yale University

[The Yale Review.]

Democracy has urgent reasons for looking after its own in matters of education, which apply either not at all, or in much diminished degree, to governments of another kind. The devil seems ready to take the hindmost in many forms of human occupation and in none more certainly than in statecraft. With some cleverness and some education distributed among its rulers, a despotism may endure indefinitely, if it be sufficiently humane; but a democracy is like to go on the rocks almost as soon as launched if educated intelligence be not generally diffused among its members, and if its administrators have not by heredity or training some special gifts for their task. Particularly is this true of a modern democracy, enmeshed, as is our own, in the complexities of an extraordinarily elaborate civilization. It has been said, and not without some justification, that education is the real religion of America. Certain it is that the passion for education is one of the most conspicuous and characteristic traits of our people, one of the few which may fairly be said to be universal. Certain it is also that many an ardent soul has believed that in education was to be found the most potent medicine for the ills of democracy and that without it democracy is doomed to ignominious failure.

Our people have generally agreed to accept Lincoln's great words as embodying the principle of the kind of democracy in which they believe, which they wish to cherish and for which they are ready at need to give life itself. "Government of the people, by the people and for the people" is the corner stone of their political faith. That this government is sometimes *by* only a fraction of the people and *for* a similar fraction, and that some of the people always resist it and often with success, does not shatter faith nor stifle hope that in the future it will more nearly measure up to its own ideals. As a nation we prefer it, with all its limitations and defects, to any other form of government as yet devised.

In his great work on "Modern Democracy," Lord Bryce says: "The term 'democracy' has in recent years been loosely used to denote sometimes a state of society, sometimes a state of mind, sometimes a quality in manners. It has become incrusted with all sorts of associations, attractive or repulsive, ethical or poetical, or even religious. But democracy really means nothing more nor less than the rule of the whole people expressing their sovereign will by their votes." And he goes on to add: "Modern democratic theory rests on two doctrines as its two sustaining pillars; that the gift of the suffrage creates the will to use it and that the gift of knowledge creates the capacity to use the suffrage aright. From this it is commonly assumed to follow that the more educated a democracy is, the better will its government be."

Following this line of thought, it is often tacitly assumed that political wisdom belongs particularly to the so-called educated classes, and it would seem as though this must be true, unless our usual estimate of education is essentially fallacious. Unhappily one must admit the frequent failure of such classes to see practical situations as they are, to reach just and disinterested conclusions, and indeed to do their fair share of the active political work of a democracy, with all its discomforts and sacrifice of convenience. Doubtless the issue is often confused by the fact that education has generally been a perquisite of the wealthy and the privileged, whose life experience and selfish interests sometimes render it difficult to view political questions in the broadest and most sagacious way. One need not elaborate this point. English political life has had abundant examples, and our own has probably had less only because our classes are less sharply divided and our political history is of briefer duration. In any event, knowledge is certainly better than ignorance, although partial knowledge, particularly when coupled with ungenerous partisanship and intellectual dishonesty, may be very pernicious.

If it must be admitted that democracy has failed in the modern world to realize all of the blessings anticipated by its more sanguine apostles, such as Mazzini and Jefferson, it has nevertheless done much to diminish sources of fear and suffering which existed under more despotic governments, and if freedom of thought and speech have by no means been perfectly secured by popular government, they have nevertheless found their best hope in democratic institutions. It is alleged that democracy has brought no nearer a friendly feeling among the peoples of the world towards one another. Nor has it created good will and civic fellowship within the body of the peoples practicing it. Certainly the war of classes has by no means ceased to be a menace in democracies, and it has been truly said that "liberty and equality have not been followed by fraternity." De Tocqueville a century ago called attention to the fact that men were more interested in equality than in liberty, thus emphasizing still further the lack of unity in this trinity. Perhaps most serious of all the charges against modern democracy is that "It has not enlisted in the service of the state nearly so much of the best practical capacity as each country possesses and every

country needs for dealing with the domestic and international questions of the present day."

James Russell Lowell once said: "Democracy must show a capacity for producing not an higher average man, but the highest possible type of manhood in all its manifold varieties or it is a failure. No matter what it does for the body, if it does not in some sort satisfy that inextinguishable passion of the soul for something which lifts life away from prose, it is a failure. Unless it knows how to make itself gracious and winning, it is a failure. Has it done this? Is it doing this? Or trying to do it?"

One may well question whether Mr. Lowell, in this passage, is not putting upon democracy a demand which it cannot meet and which no government merely as such can hope to meet. Government, after all, is but one of the forms in which the social life of a people is cast, and there are many other factors which must be reckoned with in the striking of any final balance whereby the fruits of a civilization may justly be tested. At one time and another Mr. Lowell was delivered of various other aphorisms about democracy. For example, he said: "Democracy is that form of society, no matter what its political classification, in which every man has a chance and knows that he has it." And again: "Democracy in its best sense is merely the letting in of light and air." Right or wrong, we must let these sayings pass at whatever value they may appear to possess.

If one accepts Lord Bryce's diagnosis of the ailments of modern democracy—and no one is more competent to make such a diagnosis—it appears at once that the failings pointed to are nearly all moral and narrowly political, and not such as may be easily corrected through the processes of formal education as these are commonly understood and generally practiced. They have to do with the power of money to pervert legislation, the tendency to make politics a gainful profession, the disposition of legislators to play for votes in the enacting of laws and to turn the machinery of government to unworthy ends; and not least with the irresponsible power of those in control of the agencies which mould public opinion.

To be sure, if the moral tone of the schoolroom and of the playing field be kept high, with fair play everywhere honored and unfair players banned and ostracized, if the betrayal of public trust to private interest be pilloried by teachers as the unpardonable sin among a free people, if the consequences to the community of perverted party allegiance be made clear, then we may indeed hope to see the chief dangers named by Lord Bryce as characteristic of democracy gradually decline, or at least to see those men increasingly discredited and ultimately deprived of power whose conduct leads to such shortcomings. But under the limitations which now surround formal education, and in view of the tender age at which the great mass of our children still leave the schools, it would be simply to enter a fool's paradise to expect that in our generation the education given by the schools should carry the entire burden of setting our political house in order. All the agencies which make for righteousness and a sounder citizenship must join hands in this crusade. The school can do much, but it cannot do everything.

Literacy is generally the test by which law sets up an educational criterion for suffrage and in democracies the suffrage represents the sovereign power. In point of fact, does such a literacy qualification assure intelligent voting? In the democracies of Greece the printed page was, of course, unknown, and in the earlier English conditions the same thing was true. But it has been justly observed that conversation and discussion are more active forms of mental process than mere reading, and a constituency in which political issues are freely discussed may exhibit keen ability to think and a decidedly high order of intelligence in voting. The average newspaper, which conveys the larger part of the political information to contemporary voters, is actively partisan, presenting but one side of political issues, and yet the printed page carries a certain authority, especially with the partially educated, who are in no position to appreciate the selfish interests which may dictate the policies set forth as for the public welfare.

Even Lord Bryce, who has been quoted so often, one of the most faithful and most learned of the friends of democracy, speaks as follows of the bearing of elementary education, which is as far as most democracies have gone in the general training of their voters: "Though the education of the citizens is indispensable to a democratic government, the extent to which a merely elementary instruction fits them to work such a government has been over-estimated. Reading is merely a gate leading into the field of knowledge. Or we may call it an implement which the hand can use for evil, or for good, or leave unused."—"Knowledge is one only among the things which go to the making of a good citizen. Public spirit and honesty are even more needful."

But there is another side to this picture which must not be overlooked. Plato and the Greek philosophers, for example, had ethical, as well as political, ends in view for education as a means of preparing voters for citizenship, and the experience of modern Germany and modern Japan bears striking testimony to the ability to bend through instruction in the schools the entire ethical and political outlook of a people. The general disregard in which philosophy, as such, is held in our day should not blind us to the practical efficacy of the political philosophy which becomes imbedded in national ideals and traditions, which are then presented incessantly in the schools; and the instances just cited should arouse us to the possibilities latent in our educational system,

possibilities which certainly have never been exploited in American education to anything like their full capacity.

Each generation cherishes the hope, too often illusory, that it can by education enable the new generation to stand upon the shoulders of the one before and thus forego some of the toil and many of the errors of its forebears. Obviously there is a sense in which this is not only possible, but is actually the basis of all the substantial progress which history records. Every advance in the technique of science or industry is of this character. But there is much which is fundamental in the ongoings of daily life which cannot thus be taught by short-circuit devices, things which each generation must painfully find out for itself, in the process of actual experience. These non-transmissible accomplishments are peculiarly pertinent to political issues, for they have to do with the reactions of men to one another, and the variables are so numerous and so unpredictable that little can be done to spare the tyro his own trial-and-error exploration.

A great Frenchman is quoted as defining democracy as a form of government in which each citizen is given the fullest opportunity to put his peculiar talents at the disposal of the whole people. Needless to remark, this view represents a somewhat utopian piece of optimism which one might wish were true, but which comports but ill with facts as they are. It would approach somewhat nearer the truth were one to urge that by such a test the full development of a democracy might be measured. We like to stress in our moments of enthusiasm and confidence the view that democracy affords opportunity for all. Certain it is that one of the most important functions which education can possibly serve in a democracy is that of furnishing means whereby to assay the intellectual and personal powers of each child and youth in the community. It should be a great means for the discovery of talent and even of genius, and for the training of such when found, to its highest possibilities. A democracy must unquestionably give educational opportunity to all. But it must then protect itself by rational and courageous methods of selection against the endless exploitation of its generosity by the unfit. It must through educational means generate a recognition of, and respect for, competent leadership, distinguishing sharply between this and mere demagogic smartness. It must create in the wisest and best educated a sense of civic and political obligation. Nor will it be forgotten that education in its broadest sense is not to be gained in the schoolroom alone, indispensable as such training is, but that it also involves contact with the world of affairs, knowledge at first hand of the problems and manner of life of the different groups in the community.

So far as concerns our own democracy, compulsory education laws are now substantially universal and, while they vary from state to state in their precise provisions, they are, in general, tending to insist that children shall spend at least eight years in school, and still longer if they have not by that time achieved certain specified intellectual results. Moreover, through the creation of public high schools of all kinds, of colleges, and of continuation schools, every incentive is offered to those with the necessary mental endowment, or with needs unsatisfied, to go on to higher levels of accomplishment. These laws are based on the conviction that it is in the interest of the community to have each new generation soundly educated in all that pertains to the fundamentals of citizenship. This purpose is reflected not only in the recent raising of the period of required school attendance, but also in a broadening and enriching of the course of study in ways designed to give, in addition to the mere technique of reading, writing, and arithmetic, which exhausted the aims of the earlier common school, some appreciation of the riches of our literature, some notion of the history of our institutions, economic, political, and social, some sympathetic insight into our national ideals, such as may become the basis of intelligent loyalty, and, where possible and desired by the student, the mastery of the underlying principles and technique of some trade, or industry, or profession. That many of these purposes are now very imperfectly attained is no indictment of the soundness of the aim, for many circumstances are operating to impede complete success, most serious of which is doubtless the difficulty of securing in needed numbers teachers of sufficient ability and skill to carry out the program. Doubtless a long period of experimentation will be required before such a plan can be brought to approximate success. But even those who look askance upon the present ambitious trends in public education can hardly view with pride the revelations of national illiteracy disclosed by the draft; and only by the most faithful execution of reasonable laws for compulsory education can we hope to avoid an indefinite continuation of these conditions. Moreover, the most careful studies of the results of juvenile employment in industry seem to show conclusively that the premature entrance of children upon gainful occupations is, in the long run and for the great majority, not only disastrous for the individual but disadvantageous for the community itself.

To the extent indicated by our laws, then, our people have definitely taken the position that education appreciable in amount for each individual is an asset which the nation cannot forego. Now the moment you compel the citizen to send his children to school, you raise the question of costs, and everywhere, so far as I am aware, the state has decreed that education which is required must be free, and in some communities this has been interpreted to

mean, not only free teaching but also free textbooks, free medical and dental examinations, free lunches, etc., etc. Of course, there is a delightfully bland and familiar American illusion in this idea of free education, in as much as education, for which no one in particular appears to pay, is inevitably paid for by everyone in the form of taxes.

In the realm of high school and college education, this attempt to offer free education to all who can or will accept it marks a new era. We are the first nation to undertake on any such scale to give educational opportunity of the highest kind to all children of citizens practically without cost to them as individuals. The financial consequences of this program are already a source of grave anxiety to many communities whose legal taxing powers have been exhausted in the unsuccessful effort to support the schools.

It is not without interest to remark that the greatest of the other English-speaking commonwealths, to wit, Great Britain, passed in 1918 a most enlightened compulsory education law which is in many particulars like the best of our own, but which in its entirety stands at the moment unrivaled as a comprehensive program of national education.

Both in our own procedure and in the practice in Great Britain, it is significant that all efforts to make public education purely vocational have been vigorously resisted and especially by the laboring classes. This is not to say that the value of vocational education is unappreciated or distrusted, but simply that the typical representatives of modern democratic institutions have been averse to any educational procedure which might seem to commit the victims of birth or early circumstance to a lower position in the life of the community than that to which their intrinsic talents, if given opportunity for development and training, might entitle them.

No charge is more commonly heard, especially from the proponents of aristocratic education and the prophets of culture with a big "C," than that America is being overeducated; at least that too many young people are going to college, or being kept in school, who ought to be behind counters, or in factories, or kitchens, or in the fields. This complaint emanates in part from those who foresee a shortage of cheap labor, who fear that the charms of manual toil will be crowded into the background by the allurements of the "white collar jobs," and in part from those who see in these vast throngs of young people frequenting our schools and colleges the vulgarizing and cheapening of education, its debauchment and loss of prestige, the wreckage of all real intellectual standards of mastery and achievement.

No honest observer of the tendencies in current affairs educational could for a moment deny some justice in these Jeremiads. Compulsory education laws, the increase of wealth, the social ambitions of parents for children, the lessons taught by the war with its convincing demonstration that education and training brought position and power, all have conspired to augment the tide of young people which was already flowing strongly towards our schools and colleges. In this process all of our institutions have been flooded with numbers far beyond their capacity to teach, standards have inevitably been relaxed and cannot quickly be restored. Young boys and girls are doubtless too often squandering time and opportunity, and wasting money supplied by the community for their education. But surely the trouble is not that most of them are receiving too much education. They may be getting the wrong kind of education, and some of them may conceivably be incapable intellectually of assimilating any education at all. But the prevalent difficulty is certainly that the rank and file are getting too little education. Too much goes in at one ear and out at the other; too little intellectual effort, if you will, is expended in the attempt to acquire; and thanks to the amazing adroitness of youth in avoiding exposure to ideas, too much is missed entirely. Surely the only valid indictment is one which runs against the variety of education offered, its methods or the personnel administering it, or against the social order maintaining it, and not against the mere quantity offered and sought. Our compulsory education laws may have set too high the age of required schooling, but the evidence is fairly conclusive, as I have already remarked, that a lower age is unwholesome for all concerned and an expensive investment if viewed merely from the standpoint of community economics.

Whether public education as now conducted is going to turn all its votaries into "white collar job" people remains to be seen. At the prevailing rates of pay for the skilled trades and any but the best of office and clerical jobs, the advantage is often with the skilled artisan. And anyhow the persons most concerned about this aspect of the case are wont to place all but complete confidence in the saving grace of the so-called law of supply and demand—at least when ameliorated by judicious tariffs and elastic immigration laws. Water commonly finds its own level, and there seems no good reason to believe that in the long run we shall not find the products of our educational system, which are equally subject to natural law, finding their general level in the economic and industrial community.

As to the land—when we wake up to the necessity of treating this great foundation stone of our social order as something more than a political football, when we take the steps requisite to make life on the farm comparable in attractiveness and in economic and social value with life in the town, the flow of intelligent man-power away from the land may be checked and probably not until then. Nor

will any mere tinkering with the superficies of education achieve this result. Be it said that the automobile, the telephone, and the radio, to mention but a few of our more dramatic inventions, have already begun to make substantial changes in the psychological, economic, and social aspects of the farm.

Meantime, the prevailing educational trend, if ill-advised, is not going to be checked by the sulphurous comments of citizens of the leisure class ensconced in the club windows on the avenue, nor by the sometimes shrill protests of the academic proponents of an exclusively classical education, however successful these groups may be in directing public attention to the situation. Neither group has the ear of the forces at present in control. It will, I believe, be modified primarily through a better adjustment of the educational procedure itself brought about by motives originating within its own structure, by wiser and more effective processes of selection, whereby children will more naturally and regularly find themselves pursuing—and, let us hope, obliged to pursue thoroughly—such courses of study as nature and nurture have prepared them to profit by. As public knowledge of the facts grows, these movements will doubtless be aided by a more rigorous insistence on the part of the taxpayer that severer standards of accomplishment shall be enforced as a *sine qua non* to gratuitous admission upon the privileges of higher education.

Probably no test will, in the long run, be so decisive for democracy as its ability and willingness to exercise wisdom in the selection of of its leaders. Putting the same issue from a different angle, it may be said that democracy will be critically tested by the willingness of those who have been best trained and who have enjoyed the fullest privilege to make the necessary sacrifice of comfort and convenience to serve the state. Our present machinery for selection is defective all along the line. Our methods for promotion in the schools are far from perfect, and our devices for selecting those who shall enjoy the opportunities for higher education are notoriously defective. We can hardly say more for our means of choosing those who shall represent us in the halls of government. Some are good, some are bad, but whether good or bad, few thoughtful observers approve our present methods of selection. In the government of our great cities in particular, we find by common consent the greatest failure of our democratic system and at this point especially the defects of our methods of choosing officials are acknowledged. The leadership for which democracy must train is not solely that of a political character, important as that may be. It must also extend to every aspect of the economic and cultural life of the people. In the measure in which real talent is overlooked, or snubbed, or misplaced, the welfare of the community is wounded and no conception of education in a democracy could be accepted as valid and adequate which did not provide for the detection of specific ability, its training and its location at strategic points in the structure of society. If such a demand be thought to imply autocratic interference with individual initiative or bureaucratic domination of the individual career, the purport of the remark has been misunderstood. The method by which such adjustments are to be brought about is not at the moment in question. Indeed we are as yet too far removed from any such general inventory of our intellectual and moral resources as to make the practical administration of such a requirement a matter of immediate moment. Is it, however, too utopian to expect that we may in the near future approach such conceptions of our social solidarity and our mutual interrelations, one with another, as to welcome an educational program in which tastes and talents are sought out and given opportunity for nurture and later opportunity for community service, where capacity to serve is greatest?

For my own part, I believe that, so far from having overdone the possibilities of education, our generation has only begun to sound them. I look to see the present forms substantially changed, but the underlying spirit, which is that of the unrestricted offer of opportunity and the search for the fittest to fill each post in the social order—this I confidently expect to see gain in power and intelligence of execution from this day on.

Certain of these issues which have been mentioned go to the fundamental conceptions of democracy. Others have to do with the mechanics of its administration. Issues of the first class were as significant for the early Greek democracies as they are for those of modern history; but others are measurably peculiar to the special people concerned and the particular period in which they are living. Not a few of the most urgent issues which confront education have to do with the administrative consequences of particular modes of procedure. To illustrate, education began in the American Colonies and was later carried on when we became an independent nation largely as a local matter. The schools were the creatures of the towns, as they still are to a large extent in many portions of the country. But presently the state began to interest itself in education, and now the government of not a few of the great commonwealths is in a position of essential control over many matters of fundamental consequence in educational procedure. Still more recently the federal government has begun to interest itself in a more active manner than ever before in matters of an educational character and there is now pending before Congress at least one bill which, if enacted, would create a cabinet position for education and would carry with it large appropriations

to be used for the stimulation and development of local education in states and communities which chose to comply with the requirements laid down.

I do not propose to dwell at this time upon this issue but the attention of the reader is called to it, as another indication, in a realm hitherto largely unaffected, of the disposition which has been steadily growing, whether for good or for ill remains to be seen, to centralize at Washington control over matters which have hitherto been left to local government and which cannot be transferred without producing consequences of an extremely important kind. A government is perhaps not less democratic because it chooses to administer its affairs through large rather than small units, with the centre of power remote from, rather than resident among, those chiefly affected, but such procedure inevitably colors the character of the democracy concerned and the attitude of the people towards its maintenance. In fairness it should be said that federal interest in education is as old as the Ordinance of 1787; and the Morrill Act of 1862 is responsible for much of the development of the so-called Land Grant Colleges. Nevertheless the legislation of the last decade is opening up an essentially new chapter in our national education program.

One thing is certain, whatever may be the limitations upon the contribution which education can make to democracy, the ideals and the methods of its administration are matters which should attract and hold the continued and active interest of every good citizen. In an ill-conducted system, the wastage of money and resources against which our professional critics so often protest, is as nothing compared to the wastage of human capacity and human opportunity in the misdirection of young life. No one has properly understood his political obligations in a democracy who can look with indifference upon the progress of education or justify an attitude of supercilious aloofness from the determination of its course. If it be true that the child of today is the man of tomorrow, it is not less true that the tone and temper of the school of today will be vividly reflected in the ideals and standards of the social life of the community tomorrow.

Finally the education fitted for the needs of a democracy must give incentive to moral and spiritual interests, recognizing, as Lord Bryce insists, that not knowledge alone but public spirit and the desire to serve honorably the needs of the commonwealth are quite as indispensable. Here the school must be reenforced by both the family and the church. It is unfair to bestow upon the former condemnation for faults which arise from the shortcomings of the two latter. In the meantime, let us not deny ourselves the satisfaction of recognizing that American education, from common school to university, has faced a task before unparalleled in history, and so far succeeded that education is sought by the members of all classes for their children; while rich and poor stand shoulder to shoulder in their determination to open the opportunities of education to all who can profit by them. Such a spirit is an asset in our democracy which may well save us from some of the political pitfalls into which we have recently been looking with such humiliation.

A PSALM OF MOTHER LOVE

NITA VAN HOUSEN

Sioux City, Iowa

Blessed is that mother who leadeth her children in the pathway of love;
With kindness and patience she maketh plain the way;
She poureth oil on troubled waters, and bringeth peace and contentment;
Freely she bestoweth her smiles, and her touch is like unto balm;
She speaketh words of praise and encouragement, and stayeth the hand of correction;
Her children eagerly wait for her coming, and joyfully skip forth to meet her;
Love shineth forth from their faces, and trust lieth deep in their eyes;
She gathereth them into her arms and there they rest, unafraid;
Blessed is that mother who leadeth her children in the pathway of love.

EDUCATIONAL FORUM

GREAT UNIVERSITY MEMORIALS.

In a book with the above title, just published by the University of Chicago, is the following from the pen of President Coolidge:—

"One test of the civilization of any age is the regard which it has for the teachings of the past and the opinion of posterity. The Greeks and Romans had these in a high degree. Dante spoke of the future in the lasting record of his great love for Beatrice. Gothic cathedrals of the middle ages still stand as reminders of abiding reverence. The Lincoln Memorial is built for the centuries in the confident belief that generations and generations yet to come will prize it as a magnificent inspiration.

"The memorial idea is sound and is sure to grow as increasing opportunities present themselves. One of the most encouraging signs is the tendency today to look to institutions of higher education for memorial sites. No more fitting agencies for this purpose can be imagined. For universities are not repositories of the dead. They are more alive than the market place; their eyes are not only on the present but on the past and the future. And the life within their walls is always young and acquisitive. To place your name, by gift or bequest, in the keeping of an active university is to be sure that the name and the project with which it is associated will continue down the centuries to quicken the minds and hearts of youth, and thus make a permanent contribution to the welfare of humanity."

The book names John D. Rockefeller, William K. Vanderbilt, George F. Baker, Collis P. Huntington, Andrew Carnegie, P. A. B. Widener, Julius Rosenwald, James B. Duke, George Eastman and many others as typical of men whose memory has been perpetuated in college or university buildings.

"Within the last ten years, $500,000,000 has been bestowed as endowments upon American colleges and universities by men of wealth," it added.

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Reports presented at the April meeting of the Simplified Spelling Board showed more gains during the past year than in any period since the World War. The inquiries and requests for the literature of the board that came to its New York office represent an increase of forty per cent. over the preceding year.

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AMERICA'S FAVORITE HYMN.

In answer to questionnaire sent out by the Etude, 32,000 men and women have shown a preference for the hymn, "Abide With Me." Other choices, in order named, are: "Nearer, My God to Thee," "Lead, Kindly Light," "Rock of Ages," "Jesus, Lover of My Soul," "Holy, Holy, Lord God Almighty," "Just as I Am without One Plea," "Jesus Saviour, Pilot Me," "My Faith Looks Up to Thee," and "All Hail the Power of Jesus' Name."

The favorite hymn was written by Rev. Henry Francis Lyte, as he was dying of tuberculosis, contracted in his ministerial labors in the slums of London.

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Women have only just begun to realize the fine field offered to them in chemistry. More than 15,000 chemists are employed in the United States and only about five per cent. of them are women. The recent appointment of Miss Elizabeth Gilman, youthful assistant in the department of organic chemistry at Mount Holyoke College, as reseach assistant at Yale, is a significant event.

WOOD IN ILLINOIS.

[Chicago Tribune.]

As a consumer of wood, Illinois is a heavy eater. In 1920 this state used 2,353,662,000 board feet of sawed lumber. This is fifteen per cent. more than the per capita consumption for the United States as a whole.

To supply perpetually the 560,700,000 cubic feet of wood used annually in Illinois would require about one acre of forest for each inhabitant. This would be 6,500,000 acres carefully forested and cut. As a fact the woodlands of the state cover only 2,800,000 acres. Illinois must import ninety-eight per cent. of its sawed lumber and sixty-five per cent. of its other wood.

About 5,000,000 acres of land in Illinois could be used profitably for forest. It is clear, therefore, says the second report in the Forest Survey of Illinois by Chapman and Miller, that Illinois cannot produce all of the wood it needs. But the state can produce much nearer that amount than it now produces. All but twenty-four per cent. of the state is under crop cultivation. Naturally this cannot be given to forests. But the twenty-four per cent. margin is not yet exploited adequately for forests.

Illinois pays $29,450,000 freight charges on lumber every year. We pay $14,000,000 to ship lumber from the South. We pay $8,000,000 to ship lumber from the North Pacific. Much of that could be saved by growing our own. We have more than 2,000,000 acres of wasted land that might be growing timber.

—o—

Among President Coolidge's Easter visitors was the Yale University baseball team. They were introduced by Senator Wadsworth of New York, whose son was a member of the group, and who was himself a baseball player in his student days at Yale.

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MEETING OF PHILOSOPHERS.

The sixth International Congress of Philosophy will be held at Harvard in September, 1926. At this meeting, the first since the war, distinguished representatives of the philosophical bodies of many countries, notably of France, England, Germany, and Italy, will meet in perfect amity. The congress was founded at Paris in 1900. Other meetings have been held: at Geneva in 1904, at Heidelberg in 1908, and at Bologna in 1911. The conference scheduled at London in 1914 was prevented by the war.

The program of the meeting will include philosophy in all its phases. Among the topics will be the philosophy of nature, the philosophy of religion, and the theory of knowledge. Such special subjects as logic, ethics, aesthetics, political philosophy, philosophy of law and the history of philosophy will also be treated. The individual members expect to gain much from hearing authorities of world-wide reputation expound their particular fields of the general subject.

—o—

New light on insomnia and on the physiological basis of dreams has been shed by experiments, conducted by Dr. Nathaniel Kleitman of the University of Chicago, on six students who voluntarily remained awake 115 hours.

Sleep is not so essential as complete relaxation, Dr. Kleitman found. Great muscular or nervous fatigue was found to prevent sleep. After two days the subjects could not write legibly. They were efficient in color identification only during short periods and became unreasonable and resented efforts to keep them awake.

Ready May First

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BY PROFESSOR J. PAUL GOODE
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Utah Agricultural College

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GREGG SHORTHAND TEACHERS MEET.

A better appreciation of Court and Convention Reporting was asked by Edward J. McNamara, principal of the High School of Commerce, New York, at the April 4 meeting of the New York City Gregg Shorthand Teachers' Association, at the Hotel Pennsylvania. The field was a lucrative one and demanded as high degree of skill as did that of accountancy. The bookkeeping department of the high schools had been given first consideration and had a special department head. It was many years later that the stenographic department became a factor in the education scheme and received such recognition. With the need for shorthand reporting grew also facilities to fill that need. A slight attempt had been made, but Mr. McNamara considered it high time that a comprehensive course of instruction with competent reporting in view be given in the high schools. Wherever there were courts of justice; at the conference table; in the convention hall; men and women skilled in reportorial work were required. The degree of Certified Shorthand Reporter established by the state of New York was a coveted one to be secured and he believed that preparation for this degree should be given in the high school. Attention should also be given to the secretarial field. The demand today for really competent secretaries, not merely shorthand writers, but for men and women who are capable of relieving the big business man of many details was a field given in our high schools. Thought should be given to have instruction suitable for preparation of this class of employment in the high school.

A touch on the high spots and a quick answer to the many questions fired at him kept Conrad J. Saphier, first assistant of the Bay Ridge High School, busy giving most useful information upon the subject of typewriting. The aims of the course, some details of accomplishing these aims, and many aspects of this subject were handled with effectiveness. Mark I. Markett of the High School of Commerce brought some lively comment into the discussion bringing out the point that students should be trained to think for themselves instead of teachers doing the thinking for them.

A unique method of weekly awards was discussed by Miss L. M. Pitcher of the Bronx Commercial School in leading the Shorthand Clinic. A medal is awarded to the student doing the best work in a given week and is allowed to wear it for one week. The enthusiasm and striving for the honor of wearing this medal had materially raised the standard of the work. John J. Whalen, who is to handle the Gregg shorthand course at Fordham University Summer School, developed the idea of a more thorough grounding in the first lessons in the manual acquainting the students with the hundreds of words that are available for use as soon as the first lesson is completed. Miss Pearl Holley, of Pratt School, New York, struck a responsive chord with the audience when she emphasized that personal acquaintances with the students allowed her to know the problems of each of her students and thus enabled her to be of more help to them in their studies.

The damage done to an immature student by money depends upon the amount that he has to spend. Dr. LeBarron R. Briggs, who is just relinquishing his post as dean and professor after forty-four years of experience at Harvard, said years ago, when the cost of living was much lower, that every dollar beyond $1,200 a year was a dollar of danger.

BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

MILNE—DOWNEY STANDARD ALGEBRA. By William J. Milne, Ph.D., LL.D., and Walter F. Downey, head master English High School, Boston. Cloth. 495 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Mr. Downey, member of the National Committee on Mathematical Requirements, and a highly successful high school teacher and administrator whose boys always make a fine record, knows what boys need and how to have them attain results. He has no delusions about results without faithful study and without complete mastery of every detail in every step. On the other hand he worships no traditions because of their age. He knows the latest suggestion in getting results in a way to make the attainment permanent. He retains every significant advantage in the work which has made the Milne mathematics so famous, and while he does not put "new wine in old bottles" he does know that the violin will not vibrate unless it has ideally seasoned wood. We have never seen the old and the new respond to each other more effectively than in the case of Milne and Downey.

WHAT MEN DO. By William Marvin Jackson. Cloth. 297 pages. New York: The Macmillan Company.

All success to do results from knowing the right thing to do, the right way and the right time to do it. This means in education that the academic equipment which the school provides is of slight value unless it eventuates in school achievement which securely fastens the wave-tossed craft of daily life to the wharf that reaches out from the mainland.

To know "What Men Do" is the only real way to have students learn what they can do and what they should do. "Vocational Guidance" today is the culmination of Colonel Francis W.Parker's famous slogan of fifty years ago "Learn to Do by Doing." It took a long time to bring it through the Russian Manual Training of Calvin M. Woodward, of St. Louis, "Do nothing for its utility only for the skill in doing," through the Swedish Sloyd, which said "Everything done must have a value," through the English Arts and Crafts which said "Everything should be beautiful," through Industrial Education which said it must be a community service, through Trade Education which said "It must mean a living for students."

Out of all this has come a real scientific, pedagogical, ideal school book. Mr. Jackson states the case clearly:—

"A better understanding of the world of business is needed by young people generally, and a study of contemporary business activities might well form a part of their general education. It will facilitate the present tendency to get away, so far as is possible, from a cut and dried routine in school life, a routine that prescribes definite 'lessons' and demands certain answers, that has a tendency to make the group rather than the individual the unit, that often ignores originality and leaves little room for the display of initiative. Presented to the student at just the age when his interest in the business world is first evidenced, it will supply a means whereby, while yet in school, he may satisfy this natural interest. He has placed in his hands a handbook, a guide book—a book which places a premium upon originality, requires formulation of plans and their execution, and calls for the exercise of the pupil's ingenuity. The business world about him is the student's laboratory. As such its possibilities are practically unlimited.

"It is the part of wisdom to give ear to a young man's inclinations. Whether he is on the right or the wrong path may often be judged by his actual knowledge of the work toward which he is inclined. Given a sufficient educational background, a fair conception of the range of human endeavors, and an understanding of the opportunities in and requirements of the principal vocations, he will often require no further aid in making a right choice."

OUTLINES OF AMERICAN LITERATURE. With Readings. By William J. Long. Cloth. 434 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus and San Francisco: Ginn and Company.

Few writers on Literature have as captivating a personality in thought and expression as has William J. Long. He writes of the favorites among American writers and each is so much alive in his life as in his writing that students are fascinated with the personality as well as with the message of these writers. The personal charm is heightened by the characteristic selections. The student as he studies this book feels as though he was knowing the famous authors rather than merely knowing about them.

We have known William J. Long for more years than it would be in good form to say, and from the first he has had a fascination for persons, especially for young persons, and his pen has always had the same charm that his voice has on the platform, and neither has ever been more welcome than today.

A COURSE IN SPANISH COMPOSITION. By Frederick W. Whitman, M. A., assistant professor of Romance Languages, Williams College, and Francisco Aguilera, B.A., Instructor in Spanish, Yale University. Cloth. Illustrated. x+253 pages. Price, $1.48. New York: Longmans, Green and Company.

The importance of Spanish as a fundamental part of the curriculum in American schools and colleges, now recognized by all except the hopeless "back numbers," has led to an increased demand for appropriate textbooks, which publishers and authors alike are striving to meet. One of the fields that has most needed cultivation has been that of the composition book, and such splendid books as Crawford's "Temas españoles," Seymour and Carnahan's "Spanish Grammar Review and Composition," and this recent book by Messrs. Whitman and Aguilera mark a long step forward towards meeting this need. More advanced in character, and somewhat more difficult than the other books mentioned, this work will serve in any class in which the students have a good knowledge of Spanish grammar and syntax, and will be found useful in the most advanced classes as well. Part One consists of thirteen lessons for the review of Spanish grammar, in each of which there is a "repaso gramatical"; a Spanish model text, mostly in dialogue form; a "tema," for written composition, based upon the model text; and "ejercicios prácticos," consisting of short sentences for oral or written drill. Very full notes and unusually full and detailed vocabularies give all necessary information for the pupil's guidance. In Part Two, intended for intermediate classes, we have numerous selections from reputable Spanish and Spanish-American authors, with exercises based upon these models. For Part Three, for advanced classes, the authors have chosen selections from such writers as Professor J. D. M. Ford, the leading Spanish teacher of the United States, Washington Irving, Longfellow, Lowell, Prescott, Bryce, and others, dealing with Spain and its people, Spanish literature, and the literature and life of Spanish-America, to be turned into Spanish, all necessary words being given in the English-Spanish vocabulary. The book is well printed, on finished paper, and is attractively

illustrated. The Spanish has no taint of our own idiom. The authors deserve our thanks for a modern, interesting, teachable Spanish composition book.

BURTON HOLMES, TRAVEL STORIES. With teaching suggestions by Delia E. Kibbe, Department of Education, University of Chicago. A series of Informational Readers. Edited by William H. Wheeler and Burton Holmes. Illustrations from photographs by Burton Holmes. Each book with 404 pages, beautiful illustrations and binding. Book One, Egypt; Book Two, Japan. Chicago: Wheeler Publishing Company.

Travel stories have been flashed into the school life of boys and girls most delightfully. One result of the World War is the creation of unanticipated interest of Americans in all lands and all peoples, and the Wheeler Publishing Company has taken advantage of this new popular appetite for information by securing the brilliant genius of Burton Holmes to throw a halo over the charm of Japan and Egypt, and other books with the same fascination will follow.

GRAPHIC METHODS IN EDUCATION. By J. Harold Williams, Ph.D., Southern Branch, University of California. Cloth. 319 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

The title of this book tells the whole story of its purpose though it in nowise gives a graphic view of its graphic teaching. In the very nature of the case it is a book of brilliant illumination. Can the reader think of a book with 148 black and white charts, diagrams, etc., illuminating 148 educational subjects all merely illustrative of many other graphs! We make no attempt to elucidate the desire of Dr. Williams. We have enjoyed the book immensely and have learned much from it and must be content with the remark that anyone and everyone who gets it and uses it will enjoy it and be intellectually and professionally enriched by the revelation of these 148 graphs.

A BOOK OF GERMAN LYRICS. By Friedrich Bruns, assistant professor of German, University of Wisconsin. Cloth. Illustrated. xi+194 pages. Price, $1.32. New York: D. C. Heath and Company.

Perhaps the most lasting memory of many former school and college students of a modern foreign language is some scrap of verse learned in student days. When all the formal linguistic training has passed into oblivion, a middle-aged man or woman can often still quote a few lines of Virgil, a verse or two of French or German or Spanish or Italian poetry. Especially is this true of German, in which both metrics and content are more nearly like our English forms and themes. "Die Lorelei," for example, has a remarkable hold on many Americans who have retained little else from a school or college course in German.

Professor Bruns realizes the value of lyric poetry in a language course, and has prepared a most satisfactory anthology of German lyrics for use in third or fourth year German in schools or second year German in colleges. Attention is given to the value of appreciation in reading poetry, and stress is also laid upon the cultivation of the pupil's sense of rhythm.

There are 138 poems in the book, chosen from Goethe, Schiller, Uhland, Eichendorff, Heine, Lenau, Mörike, Hebbel, Keller, Storm, and others. Many old favorites are included—"Heidenröslein," "Der König in Thule," "Erlkönig," "Die Grenadiere," to mention only a few. Many—like the last named—are familiar in splendid musical settings. Besides the usual vocabulary and notes (including a note on versification), there is an index of titles and first lines. The notes include a sketch of each author. The illustrations are in accord with the esthetic character of the entire book, being reproductions of art masterpieces inspired by the poems, and representing the work of such painters as Feuerbach, Böcklin, and von Schwind. The book is mechanically attractive and is a most creditable publication in every respect.

TEACHING AGRICULTURE. By James B. Berry. In New-World Agriculture Series, edited by W. J. Spillman. Cloth. xvi+230 pages. Illustrated from photographs and diagrams. Yonkers-on-Hudson, New York: World Book Company.

Learning agriculture is, in the language of the day, solving Project Problems, and Mr. Berry, county vocational supervisor, Pennsylvania State Department of Public Instruction, magnifies the art of solving this variety of Project Problems more pedagogically than we have known any one else to do.

L'ANGLAIS TEL QU'ON LE PARLE. By Tristan Bernard. Vaudeville en un acte. With an autobiographic sketch. Edited, with introduction, notes, and vocabulary, by Theodore Ely Hamilton, Ph. D., assistant professor of Romance Languages, Ohio State University. Cloth. Frontispiece. xvi+74 pages. New York: Oxford University Press, American Branch.

This delightful little comedy sketch, which our college students will probably characterize as "a perfect scream," is one of the recent additions to the "Oxford French Series" under the general editorship of Professor Raymond Weeks of Columbia University. It describes the adventures of two young elopers, Julien, who is French, and Betty, who is English. They are pursued by Betty's father, who knows nothing but English, and an "interpreter," who knows nothing but French. The lines are very clever, a mixture of English and French (both good and bad), and the humor of the situations is positively delicious. The play is suitable for production by French clubs as well as for reading in French classes at a very early stage of the study of French. Professor Hamilton has provided excellent notes, the usual vocabulary, and an interesting introduction, and the author, Tristan Bernard, wrote especially for this edition a delightfully funny autobiographical sketch. The book has the mechanical excellence characteristic of the other volumes of the series. It will receive an enthusiastic welcome from French teachers in both schools and colleges.

BOOKS RECEIVED

"The Learner and His Attitude." By Garry Cleveland Myers.—"The Stone Arithmetic Primary.—"The Stone Arithmetic Intermediate."—"The Stone Arithmetic Advanced." By John C. Stone. Boston, New York, Chicago: Benjamin H. Sanborn and Company.

"The Teaching of Elementary Algebra." By Paul Ligda. Price, $1.90.—"The School Survey." By Jesse B. Sears. Price, $2.25.—"Elements of Commercial Law." By Charles B. Cole. Price, $1.48. Boston: Houghton Mifflin Company.

"Les Corbeaux." By Henry Becque. With introduction, notes, and vocabulary. By Eric A. Dawson. Price, 96 cents.—"Cuore." By Edmondo De Amicis. Edited by Olin H. Moore and D. P. Rotunda. Price, $1.12. Boston: D. C. Heath and Company.

"Reading for Fun." By Jennie Lind Green. Boston: Richard G. Badger.

"Essentials of English." Six-book Edition. By Henry Carr Pearson and Mary Frederika Kirchwey.—"Constructive School Discipline." By Walter Robinson Smith. New York: American Book Company.

"Longmans Abbreviated French Texts." — "L'Histoire d'un Casse-Noisette." By A. Dumas. Price, 15 cents.—"La Petite Fadette." By George Sand. Price, 25 cents.—"Le Lac de Gers et Le Col d'Auterne." By Rodolphe Topffer. Price, 25 cents.—"Zadig au La Destinee." By Voltaire. Price, 25 cents. All edited by T. H. Bertenshaw. New York: Longmans, Green and Company.

"Literature and Living." Books Two and Three. By Rollo L. Lyman and Howard C. Hill. Price, $1.56. Boston, New York: Charles Scribner's Sons.

EDUCATION IN ACTION

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Esperanto has been accepted by Amateur Radio Congress as the official radio broadcasting language. This recent decision is of widespread importance.

Fourteen cities have extended invitations for the next winter meeting of the Department of Superintendence.

At the fifteenth annual meeting of the Massachusetts Teachers' Federation, held recently, Miss Mary McSkimmon of Brookline, a former president, was enthusiastically endorsed as a candidate for the presidency of the National Education Association, at the Indianapolis meeting next July.

Among pupils in the New Haven (Conn.) public schools are representatives of forty-five different nationalities or racial stocks, not including white Americans, who number 9,291 out of a total enrollment of 32,266.

Vanderbilt University, Nashville, Tennessee, receives $100,000 from the Rockefeller Foundation for a new nursing school.

School libraries have been installed in 99.9 per cent. of all school districts in the State of Washington.

Text for classroom study of the sewer system of Chicago for use in connection with the fifth grade civics course, has been prepared by an engineer connected with the city system.

Parent-teacher associations have more than trebled their membership in South Carolina in two years. An important undertaking of the State branch is the eradication of illiteracy in the state by 1930.

Until they are up to grade standards in spelling and penmanship pupils from the ninth grade up, in the Lake Odessa (Mich.) High School are required to continue these studies. Tests are given every six weeks.

Training in art appreciation as a part of secondary education is one of the principal topics to be discussed at the International Congress of National Federations of the Personnel of Public Secondary Education to be held in Belgrade, Yugoslavia, in August.

Buffalo, N. Y., is in the midst of a great school-building campaign. Twelve new buildings are under construction, including a $2,000,000 high school.

Co-education has been re-established in the high schools of Paterson, N. J., In 1923 the segregation plan was adopted, but after a trial of two years the board of education decided to return to co-education. The superintendent of schools is of the opinion that since men and women live together they should grow up together.

Daily reading of passages from the Bible in the public schools of Idaho is provided for in a bill which recently passed the Idaho legislature and was signed by the governor. The law requires the teacher to read daily from 12 to 20 verses from the standard American version of the Bible, such verses to be selected from a list of passages designated from time to time by the State Board of Education.

The Mercy Jane Hayes scholarship and student loan fund, to be used for advanced training for the intermediate and senior high-school teachers of Detroit schools, has been recently established by Miss Hayes, who was once principal of the Hutchins Intermediate School. One thousand dollars a year is to be turned over to the trustees of Teachers College, Columbia University, for defraying the expenses of a Detroit teacher at that institution. Advanced work in education must be pursued, and the teacher must return to Detroit and give the schools the benefit of her studies for at least three years after her year at Teachers College.

Virginia has thirty-two well-organized and active music clubs belonging to the national federation. The purpose and activities of the clubs vary widely. In some organizations self-culture or musical creation is the object; in others, the cultivation of musical appreciation in the community. Practically every club in the state has recently increased in membership.

Nearly 200 of the 800 teachers in Monmouth County, N. J., are registered in teacher-training courses in connection with the Institute of Education of New York University.

To familiarize the public with the everyday work of the school shops an exhibit of industrial arts products has been arranged by a committee of industrial arts teachers of the Cincinnati public schools. Every class in the city taking industrial arts is to make some contribution. Repairing furniture, mending shoes, wiring electric bells, etc., will be featured in the exhibit, thus showing how the shop works to unite school and home.

A club has been organized in the Maryland State Normal School at Towson, Md., by students enrolled in the rural course. Twelve persons representing the State Normal School faculty, county superintendents, elementary supervisors of the state, and the United States Bureau of Education, Rural Division, have been asked to act as counsellors of the club.

A six weeks' course on school library work will be given by the New York State Library School, Albany, N. Y., July 6 to August 15. Special attention will be given to book selection for children, reference work, and teaching the use of the school library to pupils. Applicants who have had two years of college work or are normal-school graduates, not over forty years of age, will be given preference.

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Until the advent of the school nurse, health programs in rural Massachusetts were very inadequate. In many towns medical inspection was the only feature, though some towns made provision for oral hygiene. Eighty towns of less than 5,000 population have been conducting dental clinics for one or more years. Some had traveling clinics operating under the auspices of farm bureaus, while others were conducted in co-operation with municipal authorities, nursing associations, or branches of the American Red Cross.

Since the enactment of legislation requiring the employment of school nurses in all towns, improvement has been marked. The nurse helps the school physician with the annual physical examination and makes independent inspection of pupils and buildings. She visits the homes of pupils and confers with parents in regard to health problems. A recent investigation by the State Department of Education shows that fully ninety-nine per cent. of the pupils attending public schools in Massachusetts are receiving the benefit of school-nursing service.

Phi Beta Kappa will celebrate its one hundred and fiftieth anniversary on December 5, 1926. William and Mary College of Virginia, where this first Greek letter fraternity was founded in 1776, is planning to raise a fund of $100,000 for the erection of a building in memory of the fifty men who effected the organization. The auditorium is expected to be a replica of the Apollo room in the old Raleigh Tavern at Williamsburg, where it is believed the society was born.

Increasing interest in physical training is shown by growth in the number of institutions which give professional training in that subject. Forty-five years ago only one school in this country gave such training. Today more than a hundred institutions, including special schools, state normal schools, colleges, and universities, give courses of from two to four years; and graduates in a year exceed a thousand.

Beginning with those who enter as freshmen next September, Vassar College will increase its yearly charge from $800 to $1,000. Extra items of expense, such as laboratory and infirmary fees, athletic tax and music, painting and drawing will be abolished. At present Vassar charges $300 for tuition and $500 for room and board. The new rate will be $400 for tuition and $600 for residence. As students are obliged to reside in the college every one pays the same rate.

Chicago University has begun a drive to raise at once $17,500,000, but the ultimate goal is $45,000,000, which will double the endowment and physical plant. At a recent dinner of the New York Alumni, the president, Ernest D. Burton, said in substance; The day of the small college is gone and with it the atmosphere of the small college and that personal contact that was of such value. The enrollment of Chicago University is now 14,000. America may lead the world quantitatively in education, but it is a long way from leadership in the quality of education. The present campaign is mainly to provide men of the highest ability. Beautiful buildings do not make a university, but the right kind of men can make a university in sheds.

Thirty minutes of home reading for five days a week has been pledged by every pupil above the fourth grade in the third supervision district of Nevada, as reported in the Nevada Educational Bulletin. It has developed that pupils who made a good rating in silent reading did well in other subjects. As a consequence, a campaign of home reading was started by teachers with the co-operation of trustees and parents.

Two new dormitories—the first to be built since Caswell Hall was erected in 1908—and a new hall, in which will be housed the Department of Modern Languages, are to be built at Brown in the immediate future. Construction of one of the dormitories has already been started. In twenty-five years seventeen new buildings have been added to the equipment, making the present total thirty-four, in addition to the many houses built by the Greek Letter fraternities.

The Boston Gazette of July 27, 1772, said: The (Brown) corporation "had buildt a college near as large as Babel; sufficient to contain ten times the number of students that ever have, or ever will, oblige the tutors of the popular university with opportunity of educating or instructing them."

We are very glad to say that President W. H. P. Faunce of Brown, who has suffered since Christmas with an attack of severe neuralgia, is improving steadily. It is hoped that he will be able to take part in the Commencement exercises of the class of 1925.

The need of frequent tests of the eyesight of pupils in elementary and high schools cannot be over-emphasized. Neither can warning be too

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